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University and School Extension.

AMERICAN HISTORY.—COURSE A.

1889.

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AMERICAN HISTORY.—COURSE A.

Introduction.—The student should work carefully through at least one of the general histories of the United States: using at the same time a second general account for comparison at every important point. One of the first lessons the student of history must learn is that no one book, however excellent, contains the whole truth of history. Every writer has his own point of view, and is liable to have his judgment of men and measures affected by his preconceived theories. Further, our national history is largely a history of parties, and of questions of policy as to which parties differed. It is not in the nature of the case that any one account should do justice to all the men and the parties that have figured in our history.

This general study of the national growth must be supplemented by a thorough study of a number of selected topics. As to the order in which the two divisions of the work shall be read, each student may choose for himself. As a rule, however, it will be found advantageous to divide the work chronologically into periods, and to complete the special topics as well as the general work of each period before proceeding to the next.

The following divisions will perhaps be found as convenient as any:

- | | |
|-------------------------|------------------|
| I. The Colonial Period. | V. 1801-1817. |
| II. 1774-1783. | VI. 1817-1829. |
| III. 1783-1789. | VII. 1829-1841. |
| IV. 1789-1801. | VIII. 1841-1861. |

Students are strongly advised to keep notes of their reading, especially of their

GENERAL NOTE REGARDING THE COURSES IN HISTORY.—Each course is expected to occupy about six hours a week for a year. If the outline of the work to be done should seem vague, it must be remembered that historical study does not admit definite prescriptions and narrow limitations. The work will grow clear to the earnest student as he proceeds.

The number of topics to be investigated must depend on the thoroughness of each investigation. The results of at least one investigation must be written out and submitted as a thesis.

Course A ends at the establishment of the Constitution, March 4, 1789; and Course B with the close of Andrew Johnson's administration.

reading on special topics. Everything that seems of importance should be entered in brief, with a reference to the source of information. The mere act of making a note serves two useful purposes: it compels one to make sure that one has caught the sense of the passage noted; and, secondly, it aids the memory. The note itself may later save much trouble in reinvestigating; and it will be found extremely handy for purposes of review.

Some students find it very useful to make a general abstract or skeleton of the whole history. Those who have difficulty in grasping the general outline of the story are advised to try the effect of this course.

TOPICS FOR SPECIAL STUDY.

I. THE PHYSIOGRAPHY OF THE UNITED STATES, AND ITS EFFECT ON MEN OF EUROPEAN ORIGIN.

N. S. Shaler in **Narrative and Critical History**, IV., Introduction.

II. COLONIZATION OF THE ATLANTIC SEABOARD.

Note in the case of each colony how, by whom, and why it was settled, and trace its constitutional history to 1750.

H. C. Lodge's **Short History of the English Colonies**, or some other short manual.

Doyle's **English Colonies** gives an English view of the settlement of the Southern and New England colonies to 1688.

III. THE COLONIES, 1750-1775.

Lodge's **Short History**, chapters on the state of society in the several colonies.

Lecky's **England in the XVIIth Century**, III., Ch. xii.

Frothingham's **Rise of the Republic**.

IV. THE CAUSES OF THE REVOLUTION.

M. Chamberlain in **Narrative and Critical History**, VI., Ch. i.
Lecky's **England**, Vols. III. and IV. Frothingham's **Republic**.
Mahon's **England**, Vols. V. and VI.

V. THE ENGLISH COLONIAL SYSTEM.

Smith's **Wealth of Nations**. Pitkin's **Statistical View**.
Bishop's **History of Manufactures**. Seeley's **Expansion of**
McPherson's **Annals of Commerce**. **England**.

VI. THE STAMP ACT.

Creasy's **British Constitutions**.
Massey's **History of England**, Vol. I.
Chamberlain, Frothingham, Lecky, and Mahon, as above.

VII. THE DECLARATION OF INDEPENDENCE.

Frothingham's **Republic**. Randall's **Jefferson**.
Higginson's **Larger History**.

VIII. THE STATE CONSTITUTIONS.

Charters and Constitutions of the United States.
Story's Commentaries.

Compare the "Bills of Rights" annexed to or incorporated with these constitutions, and the Declaration of Independence and the Constitution of the United States, including the first ten amendments.

IX. THE FRENCH ALLIANCE.

General histories, as above.

E. J. Lowell in **Narrative and Critical History**, VII., Ch. i.

Bigelow's **Franklin**.

Hale's **Franklin in France**.

Henri Martin's **Decline of the Monarchy**, Vol. II., translated by Miss Booth. (Gives a French view.)

G. Bancroft's **United States**.

X. THE NEGOTIATIONS FOR PEACE.

General histories, as above.

John Jay in **Narrative and Critical History**, Vol. VII., Ch. ii.

Fitzmaurice's **Life of Shelburne**. The treaty is in **Treaties and Conventions between the United States and other Powers**.

XI. THE LOYALISTS.

G. E. Ellis in **Narrative and Critical History**, Vol. VII., 185, where references are given.

XII. THE FISHERIES.

Eugene Schuyler's **American Diplomacy**.

Charles Isham's **The Fisheries Dispute**.

John Adams's **Works**.

Further authorities cited in **Narrative and Critical History**, VII., 170.

XIII. THE NORTHERN BOUNDARY.

Schuyler's **American Diplomacy**.

Benton's **Thirty Years' View**, II., 420.

Curtis's **Webster**, II., 94.

Winsor in **Narrative and Critical History**, VII., 171, where the authorities are cited.

XIV. THE CONFEDERATION.

Intercolonial Congresses and Plans of Union : Winsor in **Narrative and Critical History**, V., 611.

Authority of the Continental Congress : Story's **Commentaries** ; Frothingham's **Republic**.

The Articles of Confederation : **Charters and Constitutions**, Story, and Frothingham, as above.

Von Holst, **Constitutional History**, I., Ch. i.

Marshall's **Washington**, II.

G. Bancroft's **Formation of Constitution**, I., Ch. i.

J. Adams's **Works**.

Curtis's **Constitution**, I., 142, 328, etc.

Winsor in **Narrative and Critical History**, VII., 215, where other authorities are cited ; McMaster's, I. **For the Failures of the Confederation**, see Story.

XV. THE LAND CESSIONS.

Claims of the States to Western lands.

Maryland's refusal to ratify the Articles of Confederation.

The cessions by the States.

Gannett's **Boundaries of the United States.**

H. B. Adams's **Maryland's Influence on the Land Cessions**, in **Johns Hopkins University Studies**, III., No. I.

Further authorities are cited in **Narrative and Critical History**, VII., 527.

XVI. THE ORDINANCE OF 1787.

The Ordinance itself is in **Charters and Constitutions.**

As to its authorship, see authorities cited in **Narrative and Critical History**, VII., 537.

As to its influence, see *ibid.*, 538.

XVII. FORMATION OF THE CONSTITUTION.

G. T. Curtis in **Narrative and Critical History**, VII., Ch. iv. See the leading authorities cited in *ibid.*, p. 255, especially—

G. T. Curtis, **History of the Constitution**, Vol. II.

G. Bancroft, **History of the Formation of the Constitution.** (2 volumes. Forms also, with revisions, Vol. VI. of the revised edition.)

Lives and Works of Madison, of Franklin, of Hamilton, of J. Adams.

Hildreth's **United States**, Ch. xlvii.

Jameson's **Constitutional Conventions.**

Elliot's **Debates**, etc., Vols. I. and V.

Note especially the "three compromises" on representation of slaves, equality of States, and on the slave trade. Also, the questions as to the executive.

XVIII. THE CONSTITUTION RATIFIED.

The Federalist.

Elliot's Debates, Vols. II.-IV., and the general works.

Compare the main features of the Constitution thus adopted with the existing State constitutions.

Charters and Constitutions.

XIX. STUDY OF THE CONSTITUTION.

A careful study of the Government of the United States is necessary in order to understand the history of the nation. For this purpose, in addition to one of the simple manuals of the Constitution (*e. g.*, Andrew's **Manual**, or Young's **Government Class-Book**) the student ought to consult several of the following works : Cooley's **Constitutional Law** ; E. A. Freeman's Essay on **Presidential Government** (Historical Essays, Vol. I.) ; W. Wilson's **Congressional Government** ; H. S. Maine's **Popular Government**, Chap. IV. ; M. E. Boutney's **La Constitution Americaine** ; Bryce's **American Commonwealth**.

The following list of topics and questions may be found helpful. They are chiefly intended to call attention to points that are likely to be misapprehended or overlooked.

1. Representation in the Congress under the Articles of Confederation. Extent and character of the legislative power. Provision for raising a revenue, and attempts made to reform it. Executive authority under the articles. Lack of an administrative system. No judicial system. State sovereignty.

2. The Annapolis Convention. The Federal Convention. Vir-

inia plan and Jersey plan. General sketch of the proceedings of the convention. Questions found most difficult to settle. Compromises. Chief point in which the Constitution, as finally adopted, differs from the original plan reported from Committee of the Whole.

3. Topics and questions relating to the Constitution.

(a) The right to vote in the election of representatives. The rule for the apportionment of representatives before and since the adoption of the slavery amendments. How are vacancies in the Senate and House of Representatives filled? Give the *source* of the right to vote in the election of the President. The purpose and occasion of the XIIth amendment. The theoretical advantages of indirect election. Rise of the National Conventions.

(b) Persons liable to impeachment. Penalties in case of conviction. Offices to which members of Congress cannot be appointed. Grounds of the controversy as to powers of taxation conferred on Congress. Practical working of the clause giving the House of Representatives the sole right to originate revenue bills. Compare our procedure in financial legislation with the English method. How may a bill become a law without the President's approval? Explain "Pocket Veto." Declarations of war and treaties of peace—how made by the United States.

(c) State the provisions of the Constitution relating to each of the following subjects (also give definitions): Letters of marque; attainder; corruption of blood; treason; *ex post facto* laws; direct taxes; bills of credit; legal tender; reprieves and pardons; export duties; right of petition; search warrants; excessive bail; *habeas*

corpus. In what cases and by whom may the privilege of the writ of *habeas corpus* be suspended?

(*d*) Traces of slavery in the Constitution. Fugitives from labor; the Fugitive Slave Act of 1850. Effect of the slavery amendments on the apportionment of representatives. Constitutional position of the Indian tribes living within the territory of the United States. Government of the Territories.

(*e*) The control of the Senate over appointments. The power of dismissal. The Tenure of Office Act of 1867, and the amended act of 1869. Appointments which do not need the approval of the Senate. Reform of the Civil Service Act of 1882.

(*f*) Provisions of the Constitution in reference to compensation of congressmen and salaries of the judges and the President. Arguments for and against a salaried legislature.

(*g*) The powers of Congress. Mention cases in which the power is exclusive, and cases in which it is concurrent (Cooley, Ch. iv.).

(*h*) Explain the terms original, appellate, concurrent, and exclusive, as applied to jurisdiction. Extent of the original jurisdiction of the Supreme Court. Effect of the XIth amendment on the judicial power of the United States. Composition and jurisdiction of the Circuit Courts. Concurrent jurisdiction of State and United States Courts. Transfer of causes and appeals from State Courts to the courts of the United States (Cooley, Ch. vi.). The right of trial by jury. Appeals from the Circuit Courts to the Supreme Court. Need of more speedy decision of appeals. Source of the judicial power to declare Acts of Congress unconstitutional and void. Have the English courts this power in relation to Acts of Parliament?



(i) The exact provision for amendment of the Constitution. Distinguish the two modes. (Compare with England, France, and Germany.)

(j) Checks and balances in the government of the United States (Cooley, Ch. vii.).

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